CREATING SCHOOL LEADERSHIP SKILLS THAT REDUCE PREJUDICE

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Prejudice is present everywhere. It is present in schools as it is present anywhere. The bosom of where people should be mould not only intellectually but humanely as well in addition to the many equally crucial aspects of the human persona is the school. The old cliché says that the youth is the future of the world and many believes so. In that case, future leaders will come from these generation.

How huge it is for educators and the school system to have been burdened with such responsibility. Despite being said that a person has his own free will to do what he chooses, those who can influence him will play a vital role in shaping him – and this is where the school comes in.

In this regard, it is important that the young one would see a model of what true leadership is. One big problem is prejudice. Unfair treatments and favouritism, “palakasan”, “it’s who you know”, ganging up, and many unhealthy factors affect leadership in any arena. Providing an atmosphere to students who aspire to become leaders should see leadership as what it should really be. While in school, this is the best time to help students become the true-blooded leaders the school and students need, and what the world will need in the future.

The following paragraphs would entail means to help shape student leaders become true to the calling of genuine leadership with integrity and compassion:

Nurture mindfulness. Non-judgmental and moment’s awareness of feelings, surroundings, and thoughts help students become more aware of themselves and others. A few minutes of meditation during class helps relax the student and lessen anxiety and fears. More so, it
encourages intra and inter-connectedness which are very helpful in understanding one's self and others.

Helping students understand that vulnerability is not the same for all is also crucial. When administrators or teachers say that the school is a safe place, it would not always follow that the place is indeed safe. Some students would feel threatened, marginalized, or excluded and feel unsafe even if at the outside, the school would look safe. Accepting this fact and extending understanding of this kind of vulnerability to student leaders would help them lead better.

Being authentic is a must. Make sure that as a teacher, your concern is sincere and is addressed to everyone. When you are real, the same genuineness will be absorbed by the student leaders and they, in turn, will be able to show concern to the other students with utmost authenticity.

Listening, compassion, acceptance, and appreciation are all very vital to possess and shown by every teacher and every student leader. Guide the student leaders to know why these traits are important and how these traits would help, not only the students they lead, but even more, themselves. Most of all, these traits lessen, and hopefully totally eradicate prejudice in schools and even the students’ other surroundings.

References:
